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ABSTRACT

A 5-item rating scale was developed for the New York City schools to determine eligibility for English as a Second Language instruction in Category C exceptional students exempted from testing. Most students follow a curriculum of daily living skills, and many are nonverbal. The test was piloted with 163 students including severely, trainable, and profoundly mentally handicapped and autistic children. Meaningful responses, whether verbal or nonverbal, indicated English proficiency. Both English-speaking and bilingual samples were included in order to test the Language Proficiency Questionnaires ability to discriminate between the two groups. Results indicated that in most cases the form discriminated well between the bilingual and English-only groups. This difference was less clear with nonverbal students because of the difficulty in assessing language proficiency. It was, therefore, recommended that the form be modified for autistic and severely and profoundly mentally handicapped populations; the two categories of "always" and "frequently" should be combined, since there is no way to define a qualitative difference. This pilot study suggested that the form was both reliable and valid. Different cutting scores were recommended for verbal and nonverbal students. The test and testing instructions are appended. (GDC)

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PROCEDURE FOR ESTABLISHING A CUT-OFF SCORE FOR DETERMINING LIMITED ENGLISH PROFICIENCY AMONG SEVERELY AND PROFOUNDLY HANDICAPPED STUDENTS

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TM 860 619

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In New York City the Chancellor has mandated the use of the Language Assessment Battery (LAB) to determine entitlement to bilingual services in accordance with Aspira and Lau decisions. Special Education students eligible for testing (categories A and B) are also tested with the LAB. A procedure is needed to identify entitled students who are exempted from testing (category "C"). These students are exempted from city and state testing programs based on the decision by the COH/SBST. Most follow a pre-academic curriculum emphasizing activities of daily living; many are non-verbal.

PURPOSE The purpose of this study was to develop a rating scale (category C form) to identify students exempted from testing, who are entitled to bilingual services including ESL. (See Attachment 1)

OBJECTIVE OF THE SCALE AND DEFINITIONS

The objective of the scale is to obtain information to assess the extent of English language proficiency manifested in school by students for whom English is a second language.

> Students for whom English is a second language are those students whose home language is other than English, even if English is also spoken by members of the household.

For this questionnaire, English proficiency includes meaningful verbal as well as non-verbal responses to questions and/or commands in English, spontaneous speech in English, social and/or school-related interactions in English with teachers and peers, and any behavior indicative of receptive and expressive English language competence that may have not been tapped by the questionnaire.

> Meaningful responses, verbal and non-verbal, means responses which are appropriate to the questions or commands given. Echolelic speech does not represent a meaningful response.
>
> Spontaneous speech means both meaningful and non-meaningful oral expressions.

PILOT PROGRAM

The Category C form was developed in October 1984 and was piloted in several Queens sites in District 75 schools during the months of November and December 1984.

The first part of the form includes biographical information, name, students ID, handicapping condition, age, school and grade; in addition, the form collects information about years spent in an English Language school system (ELSS), languages spoken at home, and first language spoken and/or heard by the student.

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The second part of the form collects information regarding the receptive and expressive English language of the student.

Questions 1 and 4 relate to the student's understanding of oral English and are appropriate for both verbal and non-verbal students.

Questions 2 and 3 relate to the student's production of English speech and are only appropriate for verbal students.

Questions 5 and 6 obtain information about the use of the student's native language in formal and informal school settings. (See attachment 1)

PARTICIPATING SCHOOLS

Schools selected had students with different handicapping conditions and ages. In addition, the schools had students from non-English speaking backgrounds. The following schools participated in the piloting of the form:

SCHOOL	PROGRAM
PS 233Q @ 173 - Track IV	SIEII
PS 233Q @ Francis Lewis HS, Track IV	SIEII
PS 811Q - CMHC	SIE I
PS 721Q - OTC, ASTC	SIE V, IV
PS 721Q - OTC, ASTC	SIE V - (SIE II)
PS 41Q	SIE II
PS 177Q	SIE III
PS 233Q @ 827 - Track IV	SIE II
PS 224Q	SIE VI

PROCEDURE

Training: Representatives from each participating school attended a training session prior to the implementation of the pilot program. The training focused on the objective of the study, the selection of participating students, and the procedures to complete the Category "C" form including entering additional comments. (See Attachment 2)

The design of the form required only the input of the teacher or service provider who was very familiar with the students since students were not participating in any way in the process. In other words, each form could be completed by the teacher or other service provider based on the knowledge about a student's performance. Therefore, in this report, "participating students" means those students for whom a form was completed.

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SAMPLE

Each site selected a bilingual and a English-only group. The bilingual group was comprised of students whose home language was not English, who had a second language besides English, or who had a relative at home who communicated with the student in a language other-than-English.

The English-only group was comprised of students whose home language was English: specifically, the family only spoke English, and there were no other relatives who communicated with the child in any other language except English.

The number and characteristics of the sample follow below:

SCHOOL	GROUP EXP(1)	GROUP CONT(2)	N(3)	AGE MEAN	SCHOOLING MEAN YRS(4)	LANGUAGES(5)
1	X		7	9	4.2	Sp 4, Tag 1 Ch 1, Fr Cr 1
		X	10	8	4	ALL ENGLISH
2	X		10	17.9	12	Sp 8, Ch 1, Gr 1
		X	5	17	11	ALL ENGLISH
3	X		10	11.5	4.5	Sp 5, It 1, Ch 1 Hi 1, Arab 1
		X	5	12.4	3.2	ALL ENGLISH
4	X		10	18	4	Hi 1, Ko 1 Sp 6, It 1, Far 1,
	X		5	19	11	ALL ENGLISH
5	X		8	17	9	Gr 1, Far 1 Sp 5, Fr Cr 1
		X	5	17.2	9	ALL ENGLISH
6	X		10	19	11**	Ch 1, Sp 5 Gr 3, Hi 1 It 1, Tu 1
		X	5	19	13	ALL ENGLISH
7	X		5	12	6	Sp 3, Fr Cr 1 Arm 1
		X	5	12	6	ALL ENGLISH
8	X		9	12	4.6	Tu 1, Fr Cr 1 Sp 4, Ch 1, Arab 1, Ko 1
		X	6	11.3	5.6	ALL ENGLISH

SCHOOL	GROUP EXP(1)	GROUP CONT(2)	N(3)	AGE MEAN	SCHOOLING MEAN YRS(4)	LANGUAGES(5)
9	X		10	10	3	Sp 5, Gr 1 He 1, Pak 1 Port 1
		X	5	8	3	ALL ENGLISH
10	X		20	8	2	Sp 14, Sp/E 6
		X	13	8	3	ALL ENGLISH

NOTE: 1. Exp = Experimental group
2. Cont = Control group
3. N = Number of students
4. Schooling = Years of Schooling
Years of Schooling in an English Language School System (ELSS) were not included since in all cases, except in school 6, it coincided with "years of schooling."

pps 41, Mean number of years in an ELSS = 9 years.

Languages: Sp = Spanish; Fr Cr = French Creole; Ch = Chinese; Tag = Tagalog; Gr = Greek; It = Italian; Hi = Hindi; Arab = Arabic; Far = Farsi; Ko = Korean; Tu = Turkish; Arm = Armenian; He = Hebrew; Port = Portuguese

RESULTS

The results obtained during the piloting of the form are reported by school. They include a summary of the data for each question for the bilingual and English-only groups, and a short descriptive statement suggesting some conclusions.

SCHOOL NO. 1

Five students in each group were reported to be non-verbal. In response to questions #1 and #4, which evaluate the response of the students to English commands and questions, the bilingual group showed a higher percentage of "always" than the English-only group. The responses for the English-only group are confounded signifitantly by the fact that 50% of the students are non-verbal (see "never" and "missing" categories). By collapsing the data of the "always", "frequently", and "sometimes" as indicators of positive instances of understanding of the English language, it can be seen that the difference between bilingual and English-only groups is small.

The results obtained in response to questions #2 and #3, which evaluate students' use of the language, suggest that the students in the English-only group used English more often than the students in the bilingual group. In addition 14% of the students in the latter group always used their native language in informal school settings.

QUESTION #1 To what extent does the student respond to questions asked in English?

	BILINGUAL GROUP % N=7	ENGLISH-ONLY GROUP % N=10
ALWAYS	29	10
FREQUENTLY		10
SOMETIMES	14	20
RARELY	29	
NEVER	14	40
MISSING	14	20
NOT APPLICABLE		
MISTAKE		

QUESTION #2 To what extent does the student answer in English?

	BILINGUAL GROUP %	ENGLISH-ONLY GROUP %
ALWAYS		--
FREQUENTLY		20
SOMETIMES		
RARELY	14	
NEVER	43	40
MISSING	43	40
NOT APPLICABLE		
MISTAKE		

QUESTION #3 To what extent does the student speak English spontaneously?

	BILINGUAL GROUP %	ENGLISH-ONLY GROUP %
ALWAYS		
FREQUENTLY		20
SOMETIMES	14	40
RARELY	43	40
NEVER	43	
MISSING		
NOT APPLICABLE		
MISTAKE		

QUESTION #4 To what extent can the student follow directions, in English, in class?

	BILINGUAL GROUP %	ENGLISH-ONLY GROUP %
ALWAYS	29	20
FREQUENTLY	14	20
SOMETIMES	29	30
RARELY	14	30
NEVER	14	
MISSING		
NOT APPLICABLE		
MISTAKE		

QUESTION #5 and #6 are only relevant for bilingual group.

QUESTION #5 To what extent does the student use his/her home language in classroom setting?

	BILINGUAL GROUP %
ALWAYS	
FREQUENTLY	
SOMETIMES	
RARELY	86
NEVER	14
MISSING	
NOT APPLICABLE	
MISTAKE	

QUESTION #6 To what extent does the student use his/her home language in informal school setting?

	BILINGUAL GROUP %
ALWAYS	14
FREQUENTLY	
SOMETIMES	
RARELY	86
NEVER	
MISSING	
NOT APPLICABLE	
MISTAKE	

SCHOOL NO. #2

All students in both the bilingual and English-only groups were reported to be non-verbal. Only two (2) students in the bilingual group are beginning to sign.

An examination of the data indicates that 100% of the students in the English-only group always responded to questions asked in English and followed commands in English while only 10% of the students in the bilingual group were in that category and 60% were in the "frequently" and "sometimes" category.

In response to questions #2 and #3, which evaluate the extent of English usage by verbal students, no students in the English-only group were reported using English since they were non-verbal. Only 10% of the students in the bilingual group used English sometimes. In conjunction with this information, 10% of the students in the bilingual group were reported to use their native language in classroom setting sometimes, and 10% rarely informal school settings.

QUESTION #1 To what extent does the student respond to questions asked in English?

	BILINGUAL GROUP % N=10	ENGLISH-ONLY GROUP % N=5
ALWAYS	10	100
FREQUENTLY	30	
SOMETIMES	30	
RARELY	10	
NEVER	10	
MISSING		
NOT APPLICABLE	10	
MISTAKE		

QUESTION #2 To what extent does the student answer in English?

	BILINGUAL GROUP %	ENGLISH-ONLY GROUP %
ALWAYS		
FREQUENTLY		
SOMETIMES	10	
RARELY		
NEVER		
MISSING		
NOT APPLICABLE	90	100
MISTAKE		

QUESTION #3 To what extent does the student speak English spontaneously?

	BILINGUAL GROUP %	ENGLISH-ONLY GROUP %
ALWAYS		
FREQUENTLY		
SOMETIMES	10	
RARELY		
NEVER		
MISSING		100
NOT APPLICABLE	90	
MISTAKE		

QUESTION #4 To what extent can the student follow directions, in English, in class?

	BILINGUAL GROUP %	ENGLISH-ONLY GROUP %
ALWAYS	20	100
FREQUENTLY	40	
SOMETIMES	20	
RARELY	10	
NEVER	10	
MISSING		
NOT APPLICABLE		
MISTAKE		

QUESTION #5 and #6 are only relevant for bilingual group.

QUESTION #5 To what extend does the student use his/her home language in classroom setting?

	BILINGUAL GROUP %
ALWAYS	
FREQUENTLY	
SOMETIMES	10
RARELY	10
NEVER	
MISSING	
NOT APPLICABLE	80
MISTAKE	

QUESTION #6 To what extent does the student use his/her home language in informal school setting?

	BILINGUAL GROUP %
ALWAYS	
FREQUENTLY	
SOMETIMES	
RARELY	10
NEVER	
MISSING	90
NOT APPLICABLE	
MISTAKE	

SCHOOL NO. #3

An examination of the data suggests that the difference between the two groups was small since the proportion of students in both groups in the "always, "frequently" and "sometimes" category was similar.

QUESTION #1 To what extent does the student respond to questions asked in English?

	BILINGUAL GROUP % N=10	ENGLISH-ONLY GROUP % N=5
ALWAYS	60	60
FREQUENTLY	30	20
SOMETIMES	10	20
RARELY		
NEVER		
MISSING		
NOT APPLICABLE		
MISTAKE		

QUESTION #2 To what extent does the student answer in English?

	BILINGUAL GROUP %	ENGLISH-ONLY GROUP %
ALWAYS	50	60
FREQUENTLY	20	20
SOMETIMES	20	
RARELY		
NEVER		20
MISSING		
NOT APPLICABLE	10	
MISTAKE		

QUESTION #3 If verbal, to what extent does the student speak English spontaneously?

	BILINGUAL GROUP %	ENGLISH-ONLY GROUP %
ALWAYS	50	40
FREQUENTLY	20	40
SOMETIMES	20	
RARELY		
NEVER		20
MISSING		
NOT APPLICABLE	10	
MISTAKE		

QUESTION #4 To what extent can the student follow directions, in English, in class?

	BILINGUAL GROUP %	ENGLISH-ONLY GROUP %
ALWAYS	40	20
FREQUENTLY	40	40
SOMETIMES	20	40
RARELY		
NEVER		
MISSING		
NOT APPLICABLE		
MISTAKE		

QUESTION #5 and #6 are only relevant for bilingual group.

QUESTION #5 To what extent does the student use his/her home language in classroom setting?

	BILINGUAL GROUP %
ALWAYS	
FREQUENTLY	
SOMETIMES	
RARELY	
NEVER	20
MISSING	
NOT APPLICABLE	20
MISTAKE	60

QUESTION #6 To what extent does the students use his/her home language in informal school setting?

	BILINGUAL GROUP %
ALWAYS	
FREQUENTLY	
SOMETIMES	
RARELY	
NEVER	20
MISSING	
NOT APPLICABLE	20
MISTAKE	60

SCHOOL NO. 4

All students in both groups were reported to be severly retarded. Five students in the English-only group and four in the bilingual group used signing. The performance of students in both groups was similar, with the exception that more students in the English-only group than in the bilingual groups used English frequently. In addition, 25% of the students in the bilingual group were reported using their native language in school settings "sometimes."

QUESTION #1 To what extent does the student respond to questions asked in English?

	BILINGUAL GROUP % N=10	ENGLISH-ONLY GROUP % N=5
ALWAYS		40
FREQUENTLY	13	40
SOMETIMES	75	20
RARELY	13	
NEVER		
MISSING		
NOT APPLICABLE		
MISTAKE		

QUESTION #2 To what extent does the student answer in English?

	BILINGUAL GROUP %	ENGLISH-ONLY GROUP %
ALWAYS		20
FREQUENTLY		
SOMETIMES	13	20
RARELY	13	
NEVER	25	
MISSING		60
NOT APPLICABLE	50	
MISTAKE		

QUESTION #3 If verbal, to what extent does the student speak English spontaneously?

	BILINGUAL GROUP %	ENGLISH-ONLY GROUP %
ALWAYS		20
FREQUENTLY		
SOMETIMES		
RARELY	25	20
NEVER	25	
MISSING		60
NOT APPLICABLE	50	
MISTAKE		

QUESTION #4 To what extent can the student follow directions, in English, in class?

	BILINGUAL GROUP %	ENGLISH-ONLY GROUP %
ALWAYS		40
FREQUENTLY	25	60
SOMETIMES	63	
RARELY	13	
NEVER		
MISSING		
NOT APPLICABLE		
MISTAKE		

QUESTION #5 and #6 are only relevant for bilingual group.

QUESTION #5 To what extent does the student use his/her home language in classroom setting?

	BILINGUAL GROUP %
ALWAYS	
FREQUENTLY	25
SOMETIMES	13
RARELY	25
NEVER	
MISSING	
NOT APPLICABLE	50
MISTAKE	

QUESTION #6 To what extent does the student use his/her home language in informal school setting?

	BILINGUAL GROUP %
ALWAYS	
FREQUENTLY	25
SOMETIMES	13
RARELY	25
NEVER	
MISSING	
NOT APPLICABLE	50
MISTAKE	

SCHOOL NO. 5

All students in both groups were reported to be TMR. An examination of the data clearly suggests that while 100% of the students in the English-only always understood English and used English, only between 10% to 40% of the students in the bilingual group did; between 10% to 40% rarely used or responded to English. In addition, 30% to 40% of the students in the bilingual group used their native language in school settings.

QUESTION #1 To what extent does the student respond to questions asked in English?

	BILINGUAL GROUP % N=8	ENGLISH-ONLY GROUP % N=5
ALWAYS	20	100
FREQUENTLY	10	
SOMETIMES	30	
RARELY	40	
NEVER		
MISSING		
NOT APPLICABLE		
MISTAKE		

QUESTION #2 To what extent does the student answer in English?

	BILINGUAL GROUP %	ENGLISH-ONLY GROUP %
ALWAYS	40	100
FREQUENTLY		
SOMETIMES	20	
RARELY	30	
NEVER	10	
MISSING		
NOT APPLICABLE		
MISTAKE		

QUESTION #3 If verbal, to what extent does the student speak English spontaneously?

	BILINGUAL GROUP %	ENGLISH-ONLY GROUP %
ALWAYS	30	100
FREQUENTLY		
SOMETIMES	10	
RARELY	30	
NEVER	30	
MISSING		
NOT APPLICABLE		
MISTAKE		

QUESTION #4 To what extent can the student follow directions, in English, in class?

	BILINGUAL GROUP %	ENGLISH-ONLY GROUP %
ALWAYS	10	100
FREQUENTLY	20	
SOMETIMES	60	
RARELY	10	
NEVER		
MISSING		
NOT APPLICABLE		
MISTAKE		

QUESTION #5 and #6 are only relevant for bilingual group.

QUESTION #5 To what extent does the student use his/her home language in classroom setting?

	BILINGUAL GROUP %
ALWAYS	
FREQUENTLY	20
SOMETIMES	10
RARELY	10
NEVER	60
MISSING	
NOT APPLICABLE	
MISTAKE	

QUESTION #6 To what extent does the student use his/her home language in informal school setting?

	BILINGUAL GROUP %
ALWAYS	
FREQUENTLY	20
SOMETIMES	20
RARELY	
NEVER	60
MISSING	
NOT APPLICABLE	
MISTAKE	

SCHOOL NO. #6

Eight students in the bilingual group and all students in the English-only were reported to be TMR, and two more in the bilingual were ED. An examination of the data reveals that in response to questions #1 - #4, a larger proportion of students in the English-only group understood English and used English "always". In conjunction with this information, it was recorded that 10%-20% of the students in the bilingual group always used their native language in school settings, and 20%-30% used it "sometimes".

QUESTION #1 To what extent does the students respond to questions asked in English?

	BILINGUAL GROUP % N=10	ENGLISH-ONLY GROUP % N=5
ALWAYS	70	100
FREQUENTLY	10	
SOMETIMES	10	
RARELY	10	
NEVER		
MISSING		
NOT APPLICABLE		
MISTAKE		

QUESTION #2 If verbal, to what extent does the students answer in English?

	BILINGUAL GROUP %	ENGLISH-ONLY GROUP %
ALWAYS	80	100
FREQUENTLY		
SOMETIMES		
RARELY	10	
NEVER	10	
MISSING		
NOT APPLICABLE		
MISTAKE		

QUESTION #3 To what extent does the student speak English spontaneously?

	BILINGUAL GROUP %	ENGLISH-ONLY GROUP %
ALWAYS	80	100
FREQUENTLY		
SOMETIMES		
RARELY	10	
NEVER	10	
MISSING		
NOT APPLICABLE		
MISTAKE		

QUESTION #4 To what extent can the student follow directions, in English, in class?

	BILINGUAL GROUP %	ENGLISH-ONLY GROUP %
ALWAYS	20	40
FREQUENTLY	40	60
SOMETIMES	20	
RARELY		
NEVER	10	
MISSING	10	
NOT APPLICABLE		
MISTAKE		

QUESTION #5 and #6 are only relevant for bilingual group.

QUESTION #5 To what extent does the students use his/her home language in classroom setting?

	BILINGUAL GROUP %
ALWAYS	10
FREQUENTLY	
SOMETIMES	30
RARELY	10
NEVER	20
MISSING	
NOT APPLICABLE	
MISTAKE	30

QUESTION #6 To what extent does the students use his/her home language in informal school setting?

	BILINGUAL GROUP %
ALWAYS	20
FREQUENTLY	
SOMETIMES	20
RARELY	10
NEVER	20
MISSING	
NOT APPLICABLE	
MISTAKE	30

SCHOOL NO. #7

Four students in the bilingual group and two in the English-only were reported to be severely handicapped. One student in the bilingual and three in the English-only were reported to be profoundly retarded.

It was reported that students in the bilingual group appeared to understand and answer in English speech somewhat better than students in the English-only group. In addition, 40% of the students in the bilingual group were reported to use their native language. Nevertheless, the results indicate that in response to all the questions, a considerable percentage of data were missing. Given the characteristics of the students, it can be said that for most students questions #2 and #3 were not applicable since the students were probably non-verbal.

QUESTION #1 To what extent does the students respond to questions asked in English?

	BILINGUAL GROUP % N=5	ENGLISH-ONLY GROUP % N=5
ALWAYS		20
FREQUENTLY		20
SOMETIMES	100	
RARELY		
NEVER		60
MISSING		
NOT APPLICABLE		
MISTAKE		

QUESTION #2 If verbal, to what extent does the students answer in English?

	BILINGUAL GROUP %	ENGLISH-ONLY GROUP %
ALWAYS		
FREQUENTLY		
SOMETIMES	20	
RARELY		
NEVER		100
MISSING	80	
NOT APPLICABLE		
MISTAKE		

QUESTION #3 To what extent does the student speak English spontaneously?

	BILINGUAL GROUP %	ENGLISH-ONLY GROUP %
ALWAYS		
FREQUENTLY		
SOMETIMES	20	
RARELY		
NEVER		80
MISSING	80	20
NOT APPLICABLE		
MISTAKE		

QUESTION #4 To what extent can the student follow directions, in English, in class?

	BILINGUAL GROUP %	ENGLISH-ONLY GROUP %
ALWAYS		20
FREQUENTLY		60
SOMETIMES	80	20
RARELY		
NEVER		
MISSING	20	
NOT APPLICABLE		
MISTAKE		

QUESTION #5 and #6 are only relevant for bilingual group.

QUESTION #5 To what extent does the students use his/her home language in classroom setting?

	BILINGUAL GROUP %
ALWAYS	
FREQUENTLY	
SOMETIMES	40
RARELY	
NEVER	
MISSING	60
NOT APPLICABLE	
MISTAKE	

QUESTION #6 To what extent does the students use his/her home language in informal school setting?

	BILINGUAL GROUP %
ALWAYS	
FREQUENTLY	
SOMETIMES	
RARELY	
NEVER	
MISSING	100
NOT APPLICABLE	
MISTAKE	

SCHOOL NO. 8

All students were reported to be autistic. Two students in both the English-only and the bilingual groups used sign language and one in the English-only group used "total communication."

Students in the English-only group appeared to use English more often than the students in the bilingual group. An examination of the data suggests that the handicapping condition confounds the effects of the variable "English proficiency."

QUESTION #1 To what extent does the students respond to questions asked in English?

	BILINGUAL GROUP %	ENGLISH-ONLY GROUP %
ALWAYS		17
FREQUENTLY	56	50
SOMETIMES	33	17
RARELY	11	
NEVER		17
MISSING		
NOT APPLICABLE		
MISTAKE		

QUESTION #2 If verbal, to what extent does the students answer in English?

	BILINGUAL GROUP %	ENGLISH-ONLY GROUP %
ALWAYS		17
FREQUENTLY	33	17
SOMETIMES	44	33
RARELY	22	
NEVER		17
MISSING		17
NOT APPLICABLE		
MISTAKE		

QUESTION #3 To what extent does the student speak English spontaneously?

	BILINGUAL GROUP %	ENGLISH-ONLY GROUP %
ALWAYS		17
FREQUENTLY	11	17
SOMETIMES	33	33
RARELY	44	
NEVER		17
MISSING		17
NOT APPLICABLE	11	
MISTAKE		

QUESTION #4 To what extent can the student follow directions, in English, in class?

	BILINGUAL GROUP %	ENGLISH-ONLY GROUP %
ALWAYS		17
FREQUENTLY	11	33
SOMETIMES	44	33
RARELY	44	
NEVER		17
MISSING		
NOT APPLICABLE		
MISTAKE		

QUESTION #5 and #6 are only relevant for bilingual group.

QUESTION #5 To what extent does the students use his/her home language in classroom setting?

	BILINGUAL GROUP %
ALWAYS	
FREQUENTLY	22
SOMETIMES	33
RARELY	33
NEVER	
MISSING	
NOT APPLICABLE	11
MISTAKE	

QUESTION #6 To what extent does the students use his/her home language in informal school setting?

	BILINGUAL GROUP %
ALWAYS	
FREQUENTLY	22
SOMETIMES	33
RARELY	33
NEVER	
MISSING	
NOT APPLICABLE	11
MISTAKE	

SCHOOL NO. 9

Three of the five students in the English-only group were non-verbal. Small differences were observed between both groups.

QUESTION #1 To what extent does the students respond to questions asked in English?

	BILINGUAL GROUP % N=10	ENGLISH-ONLY GROUP % N=5
ALWAYS		
FREQUENTLY	30	40
SOMETIMES	30	40
RARELY	40	20
NEVER		
MISSING		
NOT APPLICABLE		
MISTAKE		

QUESTION #2 If verbal, to what extent does the students answer in English?

	BILINGUAL GROUP %	ENGLISH-ONLY GROUP %
ALWAYS		
FREQUENTLY	30	60
SOMETIMES	20	
RARELY	10	20
NEVER	40	20
MISSING		
NOT APPLICABLE		
MISTAKE		

QUESTION #3 To what extent does the student speak English spontaneously?

	BILINGUAL GROUP %	ENGLISH-ONLY GROUP %
ALWAYS		
FREQUENTLY		
SOMETIMES	10	
RARELY		40
NEVER	50	60
MISSING	10	
NOT APPLICABLE	30	
MISTAKE		

QUESTION #4 To what extent can the student follow directions, in English, in class?

	BILINGUAL GROUP %	ENGLISH-ONLY GROUP %
ALWAYS		
FREQUENTLY	30	20
SOMETIMES	30	40
RARELY	30	
NEVER		40
MISSING		
NOT APPLICABLE	10	
MISTAKE		

QUESTION #5 and #6 are only relevant for bilingual group.

QUESTION #5 To what extent does the students use his/her home language in classroom setting?

	BILINGUAL GROUP %
ALWAYS	
FREQUENTLY	10
SOMETIMES	
RARELY	10
NEVER	60
MISSING	
NOT APPLICABLE	20
MISTAKE	

QUESTION #6 To what extent does the students use his/her home language in informal school setting?

	BILINGUAL GROUP %
ALWAYS	
FREQUENTLY	
SOMETIMES	
RARELY	
NEVER	40
MISSING	40
NOT APPLICABLE	20
MISTAKE	

SCHOOL NO. 10

An examination of the data reveals that in response to question #1 through #4, which evaluate the students' use of English and response to English speech, the English-only group showed larger percentages in the "always" and "frequently" category. This finding suggests that those students who have a non-English language background (bilingual group) used less English and responded to English commands and/or conversation less often than their counterparts in the English-only group. In conjunction with these data, 20% of the students in the bilingual group were found to use their native language in the classroom setting.

QUESTION #1 To what extent does the students respond to questions asked in English?

	BILINGUAL GROUP % N=20	ENGLISH-ONLY GROUP % N=13
ALWAYS	65	85
FREQUENTLY	10	8
SOMETIMES	20	8
RARELY	5	
NEVER		
MISSING		
NOT APPLICABLE		
MISTAKE		

QUESTION #2 If verbal, to what extent does the students answer in English?

	BILINGUAL GROUP %	ENGLISH-ONLY GROUP %
ALWAYS	70	92
FREQUENTLY	5	8
SOMETIMES	20	
RARELY	5	
NEVER		
MISSING		
NOT APPLICABLE		
MISTAKE		

QUESTION #3 To what extent does the student speak English spontaneously?

	BILINGUAL GROUP %	ENGLISH-ONLY GROUP %
ALWAYS	75	69
FREQUENTLY	5	15
SOMETIMES		8
RARELY	15	8
NEVER	5	
MISSING		
NOT APPLICABLE		
MISTAKE		

QUESTION #4 To what extent can the student follow directions, in English, in class?

	BILINGUAL GROUP %	ENGLISH-ONLY GROUP %
ALWAYS	75	92
FREQUENTLY	15	8
SOMETIMES	5	
RARELY		
NEVER		
MISSING	5	
NOT APPLICABLE		
MISTAKE		

QUESTION #5 and #6 are only relevant for bilingual group.

QUESTION #5 To what extend does the students use his/her home language in classroom setting?

	BILINGUAL GROUP %
ALWAYS	5
FREQUENTLY	5
SOMETIMES	10
RARELY	10
NEVER	70
MISSING	
NOT APPLICABLE	
MISTAKE	

QUESTION #6 To what extent does the students use his/her home language in informal school setting?

	BILINGUAL GROUP %
ALWAYS	5
FREQUENTLY	5
SOMETIMES	10
RARELY	10
NEVER	70
MISSING	
NOT APPLICABLE	
MISTAKE	

Summary of the Results

The results suggest that in most cases the form has discriminated well between the bilingual group students and the English-only group students.

In schools 2, 4, 5, 6 and 10, the students for whom English is a second language (bilingual group) clearly used less English and responded less frequently to English than the students who have no other language at home (English-only group). In addition, these results are confirmed by the answers to questions #5 and #6 which indicate that many eligible students used their native language in formal and informal settings in school.

The study also reveals that for non-verbal students the difference between the bilingual and English-only groups is less clear since the lack of student speech confounds the identification of the variable assessed: English language proficiency. Schools 1, 7, 8, and 9 illustrate this issue. The results for these sites are inconclusive because much data are missing, particularly in response to the questions regarding verbal students. Furthermore, the difference between the two groups was very small. Considering that the two applicable questions for non-verbal students concerned their response to teacher's commands and requests, it is hypothesized that for autistic students and severely and profoundly retarded students, the behavioral characteristics of their handicapping conditions confound the results greatly. Consequently, the form needs to be modified for non-verbal populations (see "Determining Entitlement" section below).

VALIDITY AND RELIABILITY

While formal studies on validity and reliability have not been conducted, the results of the pilot study suggest that the form is valid and reliable.

According to Anastasi(1976) an instrument designed to identify differences among groups can be considered valid if in fact it differentiates among the hypothesized groups. Therefore, the Category "C" form can be considered to be valid since it differentiates between monolingual English students and students with a different home language.

The form can be considered to be reliable since it behaves similarly among populations with similar characteristics.

DETERMINING ENTITLEMENT

In order that the form can assist staff to make a decision regarding entitlement, the responses were scored on a scale from 3 - 0, as shown below. The "always" and "frequently" categories were collapsed since the qualitative difference between them cannot be operationalized satisfactorily.

CATEGORY	SCORE
Always and Frequently	3
Sometimes	2
Rarely	1
Never	0

VERBAL AND NON-VERBAL

Given the nature of questions #2 and #3, a modification needs to be introduced in order to evaluate verbal and non-verbal students. Since questions #2 and #3 refer to speech behavior of students who are verbal, only questions #1 and #4 are to be considered for non-verbal students. For verbal students all questions, #1, #2, #3 and #4, should be considered.

Questions #5 and #6 refer to the use of the students' native language in formal and informal school settings. These two (2) questions should not be computed since teacher's information regarding the use of the students' language in an all English classroom or setting is incomplete and unreliable. Instead, when the answers are available, they should be used to confirm the data about potential Limited English Proficient students obtained from questions #1 through #4.

It is suggested that to determine a cut-off score for entitlement, the following procedure be followed. First calculate cumulative frequencies, and second identify the score below which 50% of the population fall.

This procedure is illustrated below using the data obtained from the pilot study.

Non-verbal students Based on questions #1 and #4, and a possible total score of 6, 28 non-verbal students, that is 44% of the population surveyed fell at and below the raw score of 3. Therefore, students who score 3 or less can be considered LEP entitled. Students who score 4 or more can be considered not entitled.

TABLE

NON-VERBAL STUDENTS SCORES - CUMULATIVE FREQUENCY

RAW SCORE	FREQUENCY	CUMULATIVE FREQUENCY	
6	11	64	
5	3	53	
4	22	50	44%
3	1	28	
2	14	27	
1	6	13	
0	7	7	

Total Number of Students = 64

VERBAL STUDENTS

Based on questions #1, #2, #3, and 4 and a total possible score of 12, 20 verbal students (approximately 50%) fell at and below a total raw score of 10. Thus students scoring 10 or less can be considered LEP entitled, and students scoring 11 or above can be considered non LEP.

TABLE

VERBAL STUDENTS - SCORES CUMULATIVE FREQUENCY

SCORE	FREQUENCY	CUMULATIVE FREQUENCY	
12	20	44	54%
11	4	24	
10	4	20	
9	3	16	
8	2	13	
7	2	11	
6	2	9	
5	3	7	
4	2	4	
3	0	2	
2	0	2	
1	2	2	
—	0	0	

COMMENTS

Although the scoring of the form and cut off scores were based on questions #1 - #4 for verbal students and questions # 2 and # 3 for non-verbal students, the answers to questions #5 and #6 can be used. They supply information regarding the use of the student's native language in school. They should be used as supplementary information when the score alone is insufficient to determine whether or not the student is LEP, and therefore needs a bilingual evaluation by the COH/SBST. Likewise, the information about student's home language and first language heard and/or used by the student should be used to assist in decision-making about student's status.

1. Student's Name		2. OSIS No.	3. Age
4. Teacher's Name		5. School	6. Grade/Class
7. Yrs. of Schooling	8. Yrs. in English Language School System.	9. Home Language	10. Student's 1st. Acquired Language
11. Institutional Language (When applicable)	12. Handicapping Condition/ Program.		DATE:

	Always	Frequently	Sometime	Rarely	Nev
1. To what extent does the student respond to questions asked in English?					
2. To what extend does the student answer in English?					
3. To what extent does the student speak English spontaneously?					
4. To what extent can the student follow directions, in English, in class?					
5. To what extent does the student use his/her home language in:					
a. Classroom setting?					
b. Informal school setting?					

If nonverbal, to what extent does the student use an "alternate" communication method?

If so, specify: _____

Over. . . . . .

ATTACHMENT 2

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LANGUAGE PROFICIENCY QUESTIONNAIRE FOR CATEGORY "C" STUDENTS

PILOT FORM

OBJECTIVE AND DEFINITIONS

The objective of this questionnaire is to obtain information to assess the extent of English language proficiency manifested in school by students for whom English is a second language.

Students for whom English is a second language are those students whose home language is other than English, even if English is also spoken by members of the household.

For this questionnaire, English proficiency includes meaningful verbal as well as non-verbal responses to questions and/or commands in English, spontaneous speech in English, social and/or school-related interactions in English with teachers and peers, and any behavior indicative of receptive and expressive English language competence that may have not been tapped by the questionnaire.

Meaningful responses, verbal and non-verbal, means responses which are appropriate to the questions or commands given. Echolalic speech does not represent a meaningful response.

Spontaneous speech means both meaningful and nonmeaningful oral expressions.

This questionnaire must be completed by the classroom teacher or a service provider who knows the student well and has observed his/her communicatory behavior.

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ITEM NUMBER	INSTRUCTION
1.	Last name, first name
2.	Enter the 9-digit New York City student identification number.
3.	Enter age in years and months, ex: if the student is 6 years and 9 months old, enter: 6y 9mo.
4.	Leave blank
5.	Enter school number and borough.
6.	Enter present grade and class.
7.	Enter the number of years the student has attended schools, including school attendance in other countries, if known by the teacher.
8.	Enter the number of years the child spent in a school where English is the language of instruction, e.g., N.J., N.Y. Compute one year per complete school year attended. Do not include this school year. If the youngster has experienced extended periods of absenteeism, give information at the bottom of the page.
9.	Enter language spoken at home. If English is also spoken, please indicate.
10.	For children with speech, enter the language the youngster spoke first. If not speech, enter the language that parents or primary care takers use with the child, at home, if known by the teachers.
11.	Enter language used in institutional facility, if child resides there.
12.	Enter present program placement and handicapping condition of the student.
DATE	Enter date of completion of the questionnaire.